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ABSTRACT

Traditionally, art has been viewed as a "frill." Many schools find themselves without an art specialist or with limited access to art teachers due to budget cuts. As a consequence, the responsibility of art instruction falls on the classroom teacher. A positive attitude toward art and toward its educational value is a first major step in securing a proper place for art in the daily curriculum. This study was designed to determine elementary classroom teachers' attitudes toward art and to determine if there was a discrepancy between the teachers' reported attitudes and the time actually spent on art in the classroom. A survey was distributed to the 31 teachers in an elementary school that had limited access to an art teachers. Twenty-five surveys were returned yielding an 80.6% return rate. Overall, attitudes toward art and toward its educational value in three areas of educational significance--individual, societal, and instructional--were found to be extremely positive. While some discrepancy was noted between teachers' essentially positive attitudes toward art and the amount of time spent on art in the classroom, this may be due to other factors that are unrelated to teachers' attitudes. Teachers' reported attitudes and efforts to include art in the classroom clearly indicated that they do not view art as a "frill." (Author)

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Is Art a Frill?
Elementary Teachers' Attitudes Toward Art

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Running Head: Art and Teacher Attitudes

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Abstract

Traditionally, art has been viewed as a "frill". Many schools find themselves without an art specialist or with limited access to an art teacher due to budget cuts. As a consequence, the responsibility of art instruction falls on the classroom teacher. A positive attitude toward art and toward its educational value is a first major step in securing a proper place for art in the daily curriculum. This study was designed to determine the elementary classroom teachers' attitudes toward art and to determine if there was a discrepancy between the teachers' reported attitudes and the time actually spent on art in the classroom. A survey was distributed to the 31 teachers in an elementary school that has limited access to an art teacher. Twenty-five surveys were returned yielding an 80.6% return rate. Overall, attitudes toward art and toward its educational value in three areas of educational significance--individual, societal and instructional--were found to be extremely positive. While some discrepancy was noted between teachers' essentially positive attitudes toward art and the amount of time spent on art in the classroom, this may be due to other factors that are unrelated to teachers' attitudes. Teachers' reported attitudes and efforts to include art in the classroom clearly indicate that they do not view art as a "frill".

Introduction

For decades art advocates have been pushing for a stronger and more secure place for the arts in the school curriculum. Yet traditionally, art has been relegated to an expendable and essentially extracurricular position in the schools. When school budgets are cut, art is often the first to go. Schools are left without an art teacher or with very limited access to an art teacher--once a week to once a month. Thus it becomes the responsibility of the classroom teacher to teach art. If the classroom teacher has negative attitudes toward art or simply does not have time for art, it is likely that art instruction will be very limited, or worse, totally neglected. The importance of a subject is often revealed in the amount of time it is given. Because it often receives little instructional time, art will continue to be viewed as a "frill" unless efforts are made by the classroom teacher to include art as part of the daily curriculum.

It was noted by the researcher during the teaching associateship that in one elementary school, there was no art teacher; in another placement, there was only limited art instruction available. Yet in both of these schools, art was a required part of the curriculum. It was the feeling of the researcher that art has great value in the educational setting

and should be an integral part of every elementary classroom. In order for this to be achieved, the classroom teacher must be involved. Even though art is mandated by the state, it is unlikely that the classroom teacher will use art unless he/she is aware of the educational value of art and has positive attitudes toward art.

The purpose of this study, therefore, was to determine the elementary classroom teachers' attitudes toward art and toward its educational value as evidenced in the literature, and to determine how these attitudes correspond to their use of art in the classroom. In other words, is art a frill in the elementary classroom? It is hypothesized that there will be a discrepancy between teachers' attitudes toward art and their use of art (time spent) in the classroom. That is, the researcher expects that virtually all teachers will value art and have a positive attitude toward art, but this will not correspond proportionately with the amount of time art is given in the classroom.

Literature Review

Educators and legislators have struggled for many years to give art a proper place in the school curriculum. But essentially, art has been regarded as a fringe activity or frill, with little real importance to a child's education (Brigham, 1989; Lazarus, 1985; Williams, 1992). Art tends to be viewed as nice but certainly not essential (Cohen & Gainer, 1976; Eisner, 1988). This notion is reinforced by the place of visual art in the schools. It is often taught more as a separate, extracurricular activity by a travelling art teacher who may see students as little as once a week to once a month. Some schools do not even have a travelling art teacher due to budget cuts where art is often the first victim (Ballard, 1990; Hanna, 1992; Lazarus, 1985). Due to lack of an art teacher or limited access to an art specialist, art instruction is falling more and more on the shoulders of the classroom teacher (Baker, 1990; Ballard, 1990).

While educators have been heralding and promoting the value of art as part of the daily school curriculum for many years, it is not until quite recently that the educational value of art has been taken seriously. There has been growing support and evidence in the schools that suggests that art (and the arts)

is not a "frill", but something which can strengthen the education of all students (Loyacono, 1993). The educational benefits of art are undeniable. Art plays a major role in three areas that are significant to education: individual, societal and instructional (Brigham, 1989).

Art and the Individual

Of greatest importance is the value of art to the student as an individual. Art is a primary vehicle through which students can express themselves. It is an expression of the individual's interaction with life. Art "'provide[s] the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed'" (Brigham, 1989, p. 7). Art allows students to give form to their ideas and feelings which, in turn, allows them to better understand themselves and the world around them (Gaitskell, Hurwitz & Day, 1982). Schirrmacher (1988) describes art as an emotionally pleasurable experience for most children. They often express happiness and pride in their art. Art helps them to express nonverbally the people, places and feelings that are emotionally significant to them. Often, there are feelings or emotions that children are unwilling to discuss verbally, but that can be expressed through art. In addition, negative feelings which cannot be *physically*

expressed in the classroom, may be released in a "positive, acceptable" way through art (Schirrmacher, 1988).

In communicating and expressing their thoughts and feelings through art, students gain a better understanding of themselves. Art's emphasis on individual interpretation and expression, therefore, leads to gains in personal satisfaction and feelings of accomplishment (Gaitskell et al., 1982). In enhancing a child's self-concept and his or her feelings about self, art provides students with opportunities for success. These successes allow students to experience mastery which further enhances positive self-concept. Lack of a positive self-concept can prevent children from learning, for they will focus their energies on self-doubt and fear of failure (Schirrmacher, 1988).

Developing individual expressions in art requires that a student be knowledgeable about himself and the environment. Having this knowledge yields a self-confidence which allows the child to express himself or herself. Smith & Smith (1985) state that "[b]eing able to practice art develops skills needed for self-expression. Awareness of feelings and how they are expressed in art is part of the learning process" (p. 335). Cohen and Gainer (1976) discuss the ability of art to help children discover who they are. The production of an art object represents something personal and unique, something that is an extension of

themselves. Cohen gives an explanation of how making art objects can affect or alter one's self-concept:

> Art represents the individual's perception of his world. He perceives; he identifies his perception; he restates this perception in some objective form. . . . In the process, the artist is not only communicating his personal insights to others, but is first clarifying them for himself. (p. 58)

Thus the making of art allows a child to know himself or herself better. Art has value in education in its ability to build self-esteem and to promote positive self-concepts.

Activities in art also require the individual to utilize his or her perceptual abilities. Art is the foundation for visual perception and the development of visual perception is key to learning in all areas (Cornia, Stubbs & Winters, 1983). Visual perception starts from almost the day we are born and continues throughout our lives. It is a part of our thinking process. Southworth (1987) states that art attends to the visual and as such, "requires teachers and children to contemplate, experience and explore the power and dynamics of visual perception" (p. 142). Visual perception is a fundamental way in which we engage and explore the environment. It is a basic skill. Education in visual art helps students to develop their perceptual abilities and enhances perception (Southworth, 1987). Seeing and perception come before words. Cornia

(1983) quotes Aristotle: "'The soul never thinks without an image'" (p. 1). Thus perceptual development is an essential part of education and art can provide students with more highly developed skills in visual perception which will allow for greater creative thinking (Cornia et al., 1983).

Eisner (1992) states that "in the beginning there was the image" (p. 592). It is the image that gives meaning to the labels we assign to the objects and events we experience. It is through perception that we grasp the visible world (Eisner, 1992). Art depends on visual perception, and producing or responding to art develops students' perceptual capacities by providing students with opportunities to describe, create, judge or value what they see. Hunt (1987) in her study of the connection of art with visual perception and cognition, concluded that art not only provided children with opportunities for creative visual expression, but also helped to develop perceptual abilities that are vital to all areas of learning. The visual perception skills which are developed through art "will help integrate subject areas, simulating the real world, society and environment, in the learning environment of the school" (p. 57).

Artistic creation requires students to use problem-solving skills. First, the artistic process requires that there be an idea with which to begin. Then a student must decide how to convey

and carry out the idea. Next, the student must be committed to carrying out and completing the project. And finally, after reaching the goal, there must be some type of judgement about the success of the project. Thus the artistic process is a problem-solving process (Kentucky Alliance for Arts Education [KAAE], 1981; Oklahoma State Department of Education [OSDE], 1980). KAAE (1981) and OSDE (1980) further state that a particular artistic activity may begin as teacher-directed, but at some point, if it is to be a creative endeavor, the student must take over and make decisions based on his or her own thoughts, feelings and ideas. Schirrmacher (1988) also identifies the problem-solving aspect of art. For example, a young child who decides to make a dinosaur must make decisions such as what medium to use; how to draw or shape it; what colors to use; how to deal with problems such as runny paint or the lack of certain colors; and what elements to include in the painting or drawing. The possible decisions to be made while involved in art are endless. Utilization and refinement of problem-solving skills are inherent in many artistic endeavors.

Art and Society

Regarding the connection between art and society, Tuttle (cited in Brigham, 1989) states "'[One] of the major goals of education should be to promote the continuation of culture,

transmitting values and concepts of civilization from one generation to the next'" (p. 6). The study of the visual arts allows for this transmission. Embedded in the art forms which peoples produce are their values and beliefs. The visual arts provide a record of humanity's achievements (Gaitskell et al., 1982; Schubert, 1986). Works of art are "among the finest expressions of the values we cherish as a people" (Bennett, 1988, p. 5). Through them, values can be transmitted from generation to generation. Bennett (1988) states that the values that are successfully transmitted to a child "are twice as likely to predict success in school as the child's family income" (p. 5). Art and values are inseparable. Values such as home, family, work, play, society, individual, beauty, violence and love are dealt with in art. In studying the art of various cultures, students are exposed to a wide range of human values. As products of their culture, artists fill their work with their culture's values (Feldman, 1982).

Art is a universal form of communication which provides a deeper understanding and appreciation of other cultures (Williams, 1992). Cohen (1976) tells us that there is no culture without art, for all societies express and explain themselves through art. Their art reveals the "beliefs, myths, fears, hopes, dreams, values, successes, and failures of every people" (Cohen, 1976, p. 10). The surviving artifacts are the only record of most

of humanity's history. Through the study of art, children can learn that art "is part of a culture and tells us something about people: who they were, what they looked like, how they lived, what they wore, where they lived, and what they liked to do" (Schirrmacher, 1988, p. 14). William Bennett (1988), former Secretary of Education, states why it is important that children learn about works of art:

> [T]hey cannot understand the present if they have no understanding of the past. If we cut them off from our culture's past, we automatically make youths aliens in their own culture. And that makes them ill-equipped to succeed in or even understand the world around them. (p. 5)

It is through a culture's artwork that history is continually depicted. Events of the past are brought to life through artists' works (Goldberg, 1992). Smith and Smith (1985) feel that art reflects a culture, therefore, students should explore the art of other countries and other times as well as our own culture. Godfrey (1992) puts it succinctly, "Art tracks civilization. That is its reality and its freedom" (p. 600). The cultural understanding and the transmission of values which art is capable of achieving lends strong support to the inclusion of the study of art, and not solely art production, as part of art instruction.

It is essential for students in today's society to be able to understand visual forms of communication, that is, to be visually literate (Cromer, 1987; Tollifson, 1988). Visual images in society deliver beliefs, values and ideas in addition to news and information. Visual forms and images affect everyone. Therefore, art, which relies on visual images and is the study of visual forms of communication, is capable of facilitating the development of visual literacy (Cromer, 1987; Hunt, 1987). Visual communication systems such as film, television, computers and advertisements dominate our society, so students need to be able to "read" their visual environment. Without this ability, "students will be insensitive to the ways they are affected by visual forms and images around them. . . and therefore vulnerable to control by forces they cannot understand or change" (p. 21).

Art existed thousands of years ago as our first "written" language. These painted images served as a form of communication and were efficiently transferred to the following generations. Out of these picture images came written words. Thus the visual images and written words are part of the same language system (Cromer, 1987). Richardson (1982) tells us that "[a]rt means language" (p. 10). Artists are writing when they create images. The visual images they create are capable of communicating ideas and messages just as written

expressions. Art "provides the student with knowledge about communication, with a means of interpreting and evaluating visual images" (Richardson, 1982, p. 11). In short, art helps to develop visual literacy. "Without art, without imagery, symbolism and visual relationships, language is reduced to emptiness" (Richardson, 1982, p. 12).

Art and Instruction

Art gives coherence and depth to other areas of the curriculum (Bennett, 1988; Sukraw-Ebert, 1988). It provides new perspectives on the content of other subjects: science, math, social studies and language arts. Art also helps students master various skills in these subject areas (Brigham, 1989). Art has been used to help with phonetic decoding skills, to reinforce spelling rules, to teach sequencing, to explore fractions and to teach characterization (Brigham, 1989; Dean & Gross, 1992).

Wolf (1985) discusses the ability of art to reinforce basic academic skills. For example, painting a still life requires intense observation. Students must take into account such elements as shape, contour, shadow, light and color. Studying a work of art requires reasoning skills in that the student must understand broad concepts such as three-dimensionality and he/she must be able to draw conclusions about art works based

on certain objective standards. Skills in studying may also be developed through art. Students must often participate in long-term planning of art projects and must follow directions carefully, synthesize information and apply it to new situations. Mathematical skills can be enhanced through art through such activities as solving two-dimensional problems on a grid or making calculations for color-mixing. Art does indeed provide students with opportunities to utilize and develop basic academic skills (Wolf, 1985).

Research has shown that the addition of the arts, which includes visual art, has led to academic gains (Dean & Gross, 1992; Loyacono, 1993; Marshall & Garner, 1983; Mernit, 1992). Learning through an Expanded Arts Program (LEAP) is a non-profit organization which uses an arts-oriented approach to learning basic skills in academic subjects. It is located in New York City and has developed numerous programs for the city's five boroughs. Standardized evaluations of the projects have shown that they are very successful. For students participating in the basic program, 93.4% had better understanding of the subject matter; 95% of students strengthened their problem-solving skills; 96% strengthened creative skills; 93% gained self-discipline and 97% had a more positive attitude towards school (Dean & Gross, 1992). The arts-in-the-curriculum program in Cleveland, Tennessee schools has reported that student

motivation has gone up, especially with at-risk students; students have shown across-the-board improvement in writing and cognitive skills; and students have developed knowledge and interest in the arts which they might never have otherwise (Mernit, 1992). Marshall and Garner (1983) in their three-year study of an arts integrated curriculum for grades K-6, used a multiple measure, nonequivalent control group design. The study consisted of students of teachers using the arts integrated curriculum and the students of teachers using the conventional curriculum. The results of the study indicated that during the treatment period, the students of teachers using the arts integrated curriculum learned more than the students of teachers using the regular curriculum.

Schools and teachers tend to rely on only a few forms of expression as a means through which students can demonstrate their knowledge and understanding of a subject (Brigham, 1989; Goldberg, 1992). Traditionally, these accepted forms of expression include performance on "objective" tests, written essays or participation in class. While students must learn how to communicate through these tests and essays at some point in order to be successful in our system of education, there remain other forms of expression, namely art, through which students can demonstrate learning. There are many students who do not perform well on tests and essays, but who can show that they

understand a concept through other means such as art (Brigham, 1989). Goldberg (1992) states that "[s]tudent's artwork. . . can provide teachers with an additional way of evaluating learners' understandings of facts and concepts" (p. 619 - 620). This seems quite logical when, throughout history, people have expressed themselves and their understanding of the world through the arts. A work of art, whether it be a student's or a great artist's, "can be both a source of knowledge for others and an expressive outlet for the artist who needs to convey the knowledge" (Goldberg, 1992, p. 620). Art provides teachers with an additional method of assessment - one that allows for creativity, freedom of expression and more than one solution.

An important aspect of art, then, "is that solutions to problems can take many forms" (Eisner, 1992, p. 54). Its significance relies on the fact that so much of what is taught in schools teaches us just the opposite. That is, in areas such as spelling, math and the basic skills, students are taught that there is only one correct answer. These areas are pervaded by rules which children must learn to follow. Art, however, "celebrate[s] imagination, multiple perspectives, and the importance of personal interpretation" (Eisner, 1992, p. 594). Art allows students to think in unique ways in a curriculum which, otherwise, relies heavily on adherence to rules and on

one single, correct answer. Art allows students "to make decisions and judgements, to solve problems and to learn the real-life lesson that solutions are often neither all right or all wrong" (Sukraw-Ebert, 1988). Problems in life, as in art, tend to not have single correct answers yet much of what is taught in school seems to focus on a fixed, single answer. The fact that school is intended to prepare students for life lends support to the inclusion of art in the daily curriculum. Art--the creation of art--"does not follow an unalterable schedule but is a journey that unfolds" (Eisner, 1992, p. 594).

The literature clearly establishes art's value in education in the three areas of educational significance: individual, societal and instructional. Art is, however, often the prey of budget cuts and as a consequence, schools are left without an art teacher or with very limited access to an art teacher. The purpose of this study, therefore, was to determine the classroom teachers' attitudes toward art and toward the value of art in relation to students' growth and education, and to determine whether their attitudes toward art correspond with the amount of time they give art in their classroom. Is art a "frill"?

METHODS

Sample and Procedure

The subjects of this study were certified teachers in grades K through 5 from one suburban elementary school. The school consists primarily of a middle and upper middle class population.

Surveys were distributed to the 31 teachers in the school. The surveys were handed out in person at the team meetings for each grade. A brief explanation of the survey was given by the researcher at the beginning of each meeting and, with a couple of exceptions, surveys were completed and returned at this time. The surveys which were not completed promptly were returned to a teacher's box in the office and picked up at the end of the week by the researcher. Twenty-five of 31 teachers responded.

Instrument

A three-page survey developed by the researcher was used to collect the necessary data. The information in the survey was based on extensive research on the value of art in education. The survey was organized into three parts. A brief definition of art was provided at the beginning of the survey to better focus teachers' notions about art. The first part of the survey collected demographic information. Respondents were

asked to indicate their gender, the grade level they are presently teaching, the number of years they have been teaching, whether or not they have an art teacher, and if they do, how often their students have art and for how long.

The second section of the survey related to the respondents' levels of use of art. Respondents were asked questions about who they feel is responsible for art instruction and the amount of time spent on art in their classroom, including both art-making and responding activities.

In the third section of the survey, respondents were asked to indicate the extent of their agreement or disagreement with various statements pertaining to art. The statements were divided into four sections pertaining to attitudes on art: general attitudes on art, attitudes on art and the individual, art and society, and art and instruction. These statements were drawn from the research of the literature. In addition, respondents were given room to make any additional comments they felt were important. See **Appendix A** for a copy of the survey.

Design and Analysis

To analyze the data, surveys were first collected. Then frequencies of answers were determined. From these frequencies, percentages were calculated for the responses to each statement. Conclusions were drawn based on these

percentages. In addition, some questions were looked at in terms of grade level in order to note variations between grades.

RESULTS

Thirty-one surveys were distributed during the grade team meetings. Twenty-five surveys were returned generating an 80.6% return rate.

Demographic Information - Part One

All respondents filled out the demographic information. 23 of the respondents were female and 2 were male. Of the 25 respondents, 5 were kindergarten teachers, 4 were first grade teachers, 3 were second grade teachers, 5 were third grade teachers, 5 were fourth grade teachers, and 3 were fifth grade teachers. The number of years teaching ranged from 1 to 19 years. Kindergarten and first grade teachers reported having a travelling art teacher. Kindergarten students have art twice a month for 30 minutes. Three first grade teachers reported having art 2 to 4 times a year for 45 minutes, while the other first grade teacher did not use the art teacher. Grades 2 to 5 reported having an art teacher once a week for 35 to 45 minutes.

Levels of Use - Part Two

Appendix B lists the results of the second section of the survey which deals with teachers' levels of use of art. In response to the first question, 64% of the teachers replied that *both* the art specialist and the classroom teacher are responsible for art instruction, while 28% felt that the classroom teacher is solely responsible. In response to the question about the number of hours per week spent on art, 40% indicated that they spend 2 hours a week, 28% spend 5 or more hours and 20% spend 0 to1 hour on art per week. 32% of the respondents indicated that 61-80% of their art time is spent on art-making or hands-on art activities, while 28% indicated that 81-100% of their art time is spent on these types of activities. In response to what percent of their art time is spent on art history/ appreciation or responding to art, 96% indicated 0-20% of this time.

Attitudes: General, Art and the Individual, Art and Society, & Art and Instruction - Part Three

Appendix C reports the results of the first section of part three of the survey which focuses on general attitudes toward art. 80% strongly agreed that art is a necessary component of the elementary curriculum. 40% disagreed and 32% strongly disagreed with the statement that they did not have time for

art with everything else for which they are responsible. 48% agreed with the statement that they feel comfortable teaching art. 60% of the respondents disagreed with the statement that art class once a week is adequate, while 24% agreed with this statement. In response to the statement that art is an important part of their classroom, 44% agreed and 40% strongly agreed. 32% disagreed with the statement that art provides a nice break from the academic subjects while 28% responded no opinion. In relation to this statement, 20% added written comments stating that they integrate art with other subjects and 16% made the comment that art is not a break, but a part of the curriculum.

Appendix C also indicates the results of section two of the third part of the survey which concerns the value of art and the individual. 52% of the respondents strongly agreed and 40% agreed that their students communicate their thoughts and feelings through their artwork. In response to the statement that art helps their students develop self-esteem/self-concept, 48% agreed and 44% strongly agreed. 52% indicated agreement with the statement that their students utilize problem-solving skills when involved in art. 60% indicated they strongly agreed that art provides their students with opportunities to develop visual perception.

Appendix D reports the results of section three which deals with art and society. 48% indicated that they had no opinion concerning the statement that students are exposed to society's values through the study of art. In response to the statement that art helps to enhance their students' knowledge and understanding of different cultures, 60% agreed and 36% strongly agreed. 64% agreed that art provides their students with opportunities to become more visually literate. 60% indicated agreement with the fourth statement that students are able to learn about past and present civilizations through art.

The results of the final section of part three which deals with art and instruction are also given in **Appendix D**. In this section of the survey, 48% strongly agreed and 44% agreed with the statement that students' artwork provides them with an additional way to evaluate understanding of facts and concepts. 56% strongly agreed that their students are motivated by the fact that there is no one right answer to their artistic assignments. 56% indicated agreement with the statement that they are able to provide coherence and depth to other academic subjects through art. Finally, 56% strongly agreed and 40% agreed that art-making or responding activities in their classroom promote the development of math, social studies, language arts or science skills.

Discussion

The purpose of this study has been to determine elementary classroom teachers' attitudes toward art and toward its educational value as evidenced in the literature, and to determine if these attitudes correspond to the amount of time given to art in their classrooms. The study also sought to determine if art is treated as a frill by the classroom teacher. The results indicate that teachers' overall attitude toward art is very positive. For example, 100% of the respondents indicated that they agreed or strongly agreed that art is a necessary component of the elementary school curriculum. 88% reported agreement or strong agreement that art is an important part of their classroom. It must be noted, however, that while 72% strongly disagreed or disagreed with the statement that they just did not have time for art, 24% reported strong agreement or agreement with this statement.

The results also clearly indicated that the teachers surveyed have very positive attitudes toward the educational value of art. These attitudes concerning art and the individual, art and society, and art and instruction support the literature. For example, in terms of art and the individual, 92% agreed ("agreed" as used throughout the paragraph, includes

respondents who marked "agree" as well as "strongly agree") that students communicate their thoughts and feelings through art; 92% agreed that art helps students to develop self-esteem; and 96% agreed that art allows their students to develop visual perception. In terms of the connection between art and society, 96% of the respondents agreed that art helps to enhance their students' understanding of different cultures; 100% agreed that art provides their students with opportunities to become more visually literate; and 92% indicated that students learn about past and present civilizations through art. Finally, in the area of art and instruction, 92% agreed that students' artwork provides them with an additional way to evaluate understanding of facts and concepts; 96% indicated agreement with the statement that they can provide coherence and depth to other academic subjects through art; and 96% agreed that art-making or responding activities in their classroom promote the development of math, social studies, language art or science skills.

From these results, it seems clear that the majority of teachers surveyed have positive attitudes toward art and toward its educational value. The next step, then, is to look at how much time teachers spend on art in their classrooms. First of all, the surveys indicated that art instruction by a specialist is limited in this elementary school: grades 2 through 5 reported

having art class once a week for 35 to 45 minutes, while K and first grade have art twice a month, 2 to 4 times a year or not at all. Therefore, 92% of the respondents reported that they were partially, if not totally responsible for art instruction (64% reported joint responsibility with the specialist and 28% reported total responsibility). In looking at the number of hours spent per week on art in the classroom, 60% of the respondents reported spending two hours or less on art. While inconclusive, this seems to support the hypothesis that there is a discrepancy between teachers' attitudes toward art--which are essentially very positive--and the amount of time spent on art in the classroom. If art is so highly valued in the significant areas discussed, then it seems that it should receive more time. The amount of time a subject is given is usually a good indicator of how much it is valued. There are, however, alternate explanations as to why teachers might not invest the time in art regardless of their strong, positive attitudes. These reasons might include an unavailability of materials, a lack of time, given all of the demands placed on teachers, or a lack of adequate training in art. All of these reasons are valid and cannot be dismissed when considering the results on the amount of time teachers give to art in their classroom.

While 60% of the respondents did report spending only 0 to 2 hours per week on art, 28% reported spending 5 or more

hours per week on art. However, five of the seven teachers who made up this 28% were Kindergarten teachers. This seems to suggest that Kindergarten teachers place more emphasis on art than do teachers in grades one through five. This statement, however, requires further research to be conclusive.

One overwhelmingly obvious fact revealed through the surveys was that teachers spend very little or no time on art history/art appreciation and responding to art. 96% of the respondents indicated that 0 - 20% of the time they spend on art in the classroom is spent on art appreciation or art history activities. In addition, 48% indicated "no opinion" in response to the statement that through the study of art, students are exposed to society's values. This statement directly relates to art history-type activities. This seems to lend further support to the fact that there are a lack of activities pertaining to the study of art. While it is not known whether this aspect of art is left to the specialist, it is clear that teachers' use of art in the classroom tends to be dominated by art-making activities. It is the opinion of the researcher that to concentrate solely on art production is to deny a major component of art instruction. This fact may be useful in determining whether of not art is considered a frill by the classroom teacher.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

As has been noted, art has traditionally been relegated to an expendable and essentially extracurricular position in the school. If art is to be part of the daily curriculum, then the classroom teacher must be involved, due to the limited existence of art specialists in schools. In order for the classroom teacher to be truly involved, then he or she must first be aware of the educational value of art and art history and have positive attitudes toward art.

The purpose of this study was to determine the classroom teachers' attitudes toward art in an elementary school that has limited access to an art teacher. This study also sought to determine if there was a discrepancy between the teachers' reported attitudes toward art and the time actually spent on art in the classroom. Both of these results would then be used to determine if teachers consider art to be a "frill".

Conclusions

Surveys were analyzed by determining the percentages for the frequencies recorded for each statement or question. Analysis of the results yielded the following conclusions:

1. A majority of the teachers felt that they were partially if not totally responsible for art instruction.

2. The teachers surveyed have positive attitudes about art in general. All feel that art is a necessary component of the elementary curriculum, although some report not having the time for art.

3. The teachers surveyed have very positive attitudes toward the educational value of art in the three areas of: art and the individual, art and society, and art and instruction. The results support what is evidenced in the literature.

4. There was some discrepancy between teachers' reported positive attitudes toward art and the amount of time given to art in the classroom. A majority of the teachers spend 2 hours or less per week on art. While inconclusive, this seems to suggest that art is not valued as much as they indicated. However, other explanations may be that teachers simply lack adequate time in an already full day; teachers may lack the necessary supplies and resources; or teachers may lack the

necessary background knowledge of art--both art activities and art history.

5. There is clearly a lack of art history or art appreciation activities in the classroom, therefore, the probable focus of art instruction is on making things.

6. Based solely on teachers' attitudes as reported on the surveys, art cannot be viewed as a frill. However, when the amount of time, in general, art receives and the clear lack of activities dealing with the study of art are considered, it can be concluded that art is *treated* as a frill. So the question becomes: How do we find more time for art in the classroom and how do we provide teachers with adequate training in all aspects of art?

Limitations

Several factors must be noted when considering the results of this study. First of all, this study focused on the teachers from one elementary school, therefore, it is not necessarily a representative population. Inclusion of additional schools with different resources and from different settings would yield more conclusive results. Secondly, during the administering of the survey in the team meetings, it was noted that there might have been some collaboration on the answers due to the similarities found within some of the grades.

However, the choice to distribute the surveys in person, during the grade meetings was wise as it probably yielded a much higher return than might otherwise have resulted. And finally, although the survey yielded some insightful information, personal interviews or the addition of open-ended questions might have provided more specific answers and allowed respondents to clarify when necessary.

Recommendations

This study sought to examine elementary teachers' attitudes toward art and toward the educational value of art. These attitudes were found to be extremely positive, with a few exceptions. While there seemed to be some discrepancy between these positive attitudes and the amount of time given to art in the classroom, it must be noted that a positive attitude toward art and its value is a first major step in securing a proper position for art in the daily curriculum. Attitudes can clearly affect a teacher's use and enthusiasm for a subject. In addition, teachers' attitudes strongly influence their students' attitudes, so it is even more essential that attitudes toward art be positive as the push for the arts grows stronger. This study also revealed that most teachers felt they were at least jointly responsible for art instruction, yet there was a clear lack of use of art history or art appreciation as a part of art instruction.

One reason for this may be that teachers are not knowledgeable of or comfortable with this aspect of art. This has implications for teacher training programs that do not include courses in art methods or art history, especially if instruction in art is mandated by the state. If the classroom teacher is indeed responsible for art instruction, then adequate training must be provided. Finally, while the focus of this study has been on visual art, it is the opinion of the researcher that all of the arts should become a more integral part of the school curriculum, not solely extracurricular activities. Clearly, teachers' positive attitudes and their efforts to include art in the classroom as revealed in this study, indicate that art is more that a "frill"!

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ART IN THE ELEMENTARY CLASSROOM

Appendix A

The term "art" as used in this survey includes both art-making activities and art appreciation/art history activities. However, the term art does not include such activities as dittoed sheets, coloring book pages, dot-to-dot sheets, tracing patterns, etc.

Demographic Information:

Male _____ Female _____

Grade Level/Subject _____

Number of years teaching _____

Do you have an art teacher? Yes _____ No _____

If so, how often do your students have art? _____ For how long? _____

Levels of Use:

***Who do you feel is responsible for art instruction?**

Specialist _____ Classroom Teacher _____ Both _____

***Do you use art (as defined above) in your classroom?** Yes _____ No _____

***How many hours do you spend per week on art in your classroom? (not including instruction by a specialist)**

0 - 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____

***What percent of that time is spent on art-making or hands-on art activities?**

0 - 20% _____ 21 - 40% _____ 41 - 60% _____ 61 - 80% _____ 81 - 100% _____

***What percent of that time is spent on art history/appreciation or responding to art?**

0 -20% _____ 21 - 40% _____ 41 - 60% _____ 61 - 80% _____ 81 - 100% _____

COMMENTS:

Directions:
PLACE AN "X" IN THE BLANK WHICH MOST CLEARLY DESCRIBES THE EXTENT OF YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.

GENERAL	strongly agree	agree	no opinion	disagree	strongly disagree
1. I feel that art is a necessary component of the elementary school curriculum.					
2. With everything else teachers are responsible for, I just don't have time for art.					
3. I feel comfortable teaching art.					
4. I feel that art class once a week is adequate.					
5. Art is an important part of my classroom.					
6. Art provides a nice break from the academic subjects.					

ART & the INDIVIDUAL	strongly agree	agree	no opinion	disagree	strongly disagree
1. My students communicate their thoughts and feelings through art.					
2. Art helps my students develop self esteem/self concept.					
3. When involved in art, my students utilize problem-solving skills.					
4. Art provides my students with opportunities to develop their visual perception.					

ART & SOCIETY	strongly agree	agree	no opinion	disagree	strongly disagree
1. Through the study of art, my students are exposed to society's values.					
2. Art helps to enhance my students' understanding of different cultures.					
3. Art provides my students with opportunities to become more visually literate.					
4. My students are able to learn about civilizations - past and present- through art.					

ART & INSTRUCTION	strongly agree	agree	no opinion	disagree	strongly disagree
1. Students' artwork provides me with an additional way to evaluate understanding of facts and concepts.					
2. My students are motivated by the fact that there is no one *right* answer to their artistic assignments.					
3. Through art I am able to provide coherence and depth to other academic subjects.					
4. Art-making or responding activities in my classroom promote the development of math, social studies, language arts or science skills.					

COMMENTS:

Appendix B

Levels of Use:

***Who do you feel is responsible for art instruction?**

Specialist **8%**

Classroom Teacher **28%**

Both **64%**

***Do you use art (as defined above) in your classroom?**

Yes **96%** No **4%**

***How many hours do you spend per week on art in your classroom?**

0 - 1 **20%** 2 **40%** 3 **4%** 4 **8%** 5 or more **28%**

***What percent of that time is spent on art-making or hands-on art activities?**

0 - 20 % **16%** 21 - 40% **16%** 41 -60% **8%** 61 - 80% **32%** 81 - 100% **28%**

***What percent of that time is spent on art history/appreciation or responding to art?**

0 - 20% **96%** 21 - 40% **4%** 41 - 60% - 61 - 80% - 81 - 100% -

Appendix C

GENERAL	strongly agree	agree	no opinion	disagree	strongly disagree
1. I feel that art is a necessary component of the elementary school curriculum.	80%	20%	-	-	-
2. With everything else teachers are responsible for, I just don't have time for art.	8%	16%	4%	40%	32%
3. I feel comfortable teaching art.	24%	48%	4%	16%	8%
4. I feel that art class once a week is adequate.	4%	24%	4%	60%	8%
5. Art is an important part of my classroom.	40%	44%	8%	8%	-
6. Art provides a nice break from the academic subjects.	8%	20%	28%	32%	12%

ART & the INDIVIDUAL	strongly agree	agree	no opinion	disagree	strongly disagree
1. My students communicate their thoughts and feelings through art.	52%	40%	-	4%	4%
2. Art helps my students develop self esteem/self concept.	44%	48%	-	4%	4%
3. When involved in art, my students utilize problem-solving skills.	36%	52%	4%	8%	-
4. Art provides my students with opportunities to develop their visual perception.	60%	36%	4%	-	-

Appendix D

ART & SOCIETY	strongly agree	agree	no opinion	disagree	strongly disagree
1. Through the study of art, my students are exposed to society's values.	12%	28%	48%	12%	-
2. Art helps to enhance my students' understanding of different cultures.	36%	60%	4%	-	-
3. Art provides my students with opportunities to become more visually literate.	36%	64%	-	-	-
4. My students are able to learn about civilizations - past and present- through art.	32%	60%	4%	4%	-

ART & INSTRUCTION	strongly agree	agree	no opinion	disagree	strongly disagree
1. Students' artwork provides me with an additional way to evaluate understanding of facts and concepts.	48%	44%	-	4%	4%
2. My students are motivated by the fact that there is no one *right* answer to their artistic assignments.	56%	28%	4%	8%	4%
3. Through art I am able to provide coherence and depth to other academic subjects.	40%	56%	-	4%	-
4. Art-making or responding activities in my classroom promote the development of math, social studies, language arts or science skills.	56%	40%	-	4%	-